**The Kindergarten Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students**  **Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* * *Interactive Math Stories* * Math Journaling * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses (whiteboards) * Random call on students |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context? | * Choral Responses * Partner Responses * Random call on students |
| **WHOLE GROUP INSTRUCTION: Concrete** (5-10 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? 2. Will each student have enough materials to model the problems?   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? 2. How will you check for understanding during this phase of the lesson? 3. Will you use the *Extend?* 4. Will you use the *Link to Investigations*? | * Choral Responses * Partner Responses * Written Responses (whiteboards) * Random call on students |
| **SCAFFOLDED INSTRUCTION: Representational** (5-10 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD)   + Document camera  1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? | * Choral Responses * Partner Responses * Written Responses (whiteboards) |
| **INDEPENDENT PRACTICE: ABSTRACT (**5-10 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? 2. Where will students record their work? 3. Will you collect, grade and record the independent practice? 4. How will you check for understanding? | * Choral Responses * Partner Responses * Written Responses (whiteboards) * Random call on students |
| **FORMATIVE ASSESSMENT** (5 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   Formative Assessment Tools   * + *Topic tests* (online or in text)   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter: *District Common Formative Assessment* (CFA) | |